MECHANISMS FOR ENSURING THE PSYCHOLOGICAL SECURITY OF YOUTH INFORMATION IN SOCIAL NETWORKS

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A B S T R A C T	K E Y W O R D S
The article examines the essence and nature of information and psychological influence on a person, analyzes the forms of influence, including destructive ones. Their active use in the Internet environment raises the question of the need for the formation and development of information and psychological security of the individual based on the management of social attitudes of a young person on the Internet.	Information, ICT, psychology, social network, informational and psychological security, Internet, computer.

Introduction

The problem of the safety of teenagers on the Internet is important and relevant, because the rapid development of computer technologies, along with the global informatization of society, qualitatively changes the life around us and generates many new problems, in particular, the problem of the formation of information culture and security among the younger generation.

At the moment, there is a steady understanding in the world that the problem of children's safety on the Internet is a problem that requires urgent intervention by specialists. The new and most effective mechanism for solving this problem can and should be the formation of an information culture of the individual — parents and children, as well as the professional information culture of teachers.

It is important for adults to remember that even the most sophisticated children do not see the dangers of the Internet and do not realize the risks of using it. There are different opinions about when to give children Internet access. Foreign experts agree that the ban on the Internet can be effective only as long as it does not limit the needs of the child in the field of education.

The Internet is an integral part of the life of students, an information and psychological space in which they carry out educational, professional, leisure activities. Their social interaction is realized through e-mail, forums, chats, blogs, social networks, educational, virtual educational portals.

The penetration of Internet technologies into all spheres of life, the formation of media culture, the development of social network communities, the emergence of electronic services that replace and complement the standards of an individual's life - all this is evidence that the Internet information space is becoming a new environment for the socialization of personality, especially for a receptive children and youth audience.

At the same time, the Internet space can have both a positive impact and a negative one from the point of view of personal well-being and security. Such impacts are considered as positive, the result of which is the activation of human resources for creative activities aimed at personally significant and socially useful goals. Negative ones lead to a decrease in the subjective well-being of the individual, to the manifestation of destructive forms of behavior of individuals or social groups (suicidal behavior, various forms of violence, addictive behavior, distortion of moral ideals, norms, etc.).

Moreover, if initially the attention of researchers focused on the interpersonal influence and impact of mass communication media on public consciousness, then modern scientific interest focuses around the newly emerged and rapidly developing communication channel - the Internet - and the media environment formed in it. The majority of specialists studying the information and psychological security of the individual and society recognize a multiple increase in the risks of negative impact of the media environment.

Consider the social and psychological nature of the impact M.P. Sherstnev, analyzing the psychology of human management, uses the term "psychological impact" and offers its following definition: "a set of psychological measures aimed at restructuring the behavior of an object in the direction desired by the operator". The definition emphasizes the managerial (including manipulative) nature of the impact aimed at correcting human behavior. The author recognizes mainly the communicative (informational) nature of the psychological impact. Later, in psychological and sociological literature, a more precise term began to be used to characterize the external psychological impact - "informational and psychological impact".

The presence of these factors opens up many hidden opportunities for recruiting activities on the part of destructive organizations, to attract new followers from young people — the use of social networks to disseminate information about their own organization, as well as virtual acquaintances for individual work and control of newcomers; speculation on ideas of social justice (calls for a change in the world order), opportunities for self-improvement (self-development), promises of material well-being; using attributes of traditional religious organizations and ideas of national independence in their strategies.

It is important to note that in the framework of identifying the "recruitment potential" of young people, it is not enough to use only sociological and psychological tools, it is also necessary to study the manifestations of virtual life of young people: self-presentation of young people in social networks (statuses, "avatars", visual images, their Internet interests, etc.).

A person as a carrier of a certain worldview, an active subject with a mentality and a sense of justice, moral ideals and values can be subjected to informational and psychological influence, which, being transformed through his individual behavior (or inaction), is able to influence social objects of various levels.

The impact can be directed to various spheres of individual, group, social consciousness, in accordance with these goals, S.I. Makarenko defines four forms of informational and psychological impact - communicative, motivational, cognitive and emotional.

The communicative impact is aimed at the sphere of social interaction between people: communication, relationships, interpersonal perception. The goal may be to change attitudes towards certain individuals, social groups (ethnic, professional, political), to create socio-psychological comfort or discomfort, to encourage people to cooperate or confrontation.

Motivational influence is aimed at the formation and change of needs, motives, intentions, beliefs, value orientations, interests. The result of such an impact is to encourage people to take a certain action or inaction in a particular situation.

Cognitive impact is focused on cognitive psychological processes of a person: sensation, perception, representation, imagination, memory, thinking. The purpose of the impact is the transformation of the "picture of the human world", the formation of certain ideas in him, a change in the focus of attention, criticality in the perception of information.

The emotional impact is directed at the emotional-volitional sphere of the personality: emotions, feelings, moods, volitional processes.

These influences can be used to enhance pedagogical influence in the perception of art objects, but experts are concerned about the reverse side of the effects - the unfair use of psychological mechanisms of influence on the psyche of members of society.

Persuasive technologies are also widespread, which consist in forming the necessary attitudes in people against the background of increasing disorientation, manipulative propaganda technique of "dispute tricks" is used in discursive formats. Psychologist-analyst S.A. Zelinsky in his writings analyzes serious psychological intervention technologies: neurosis provocation, direct communication technologies, applied psychoanalysis and features of their application to both the individual and the mass audience. In the works of the famous sociologist S.G. Kara-Murza discusses manipulative technologies of influence (the formation of fear, stress, suggestion, attention manipulation, destruction of consciousness, manipulation of concepts, canonization of stereotypes, operating with myths, rumors, and so on) and their application in politics, economics, social institutions, science, education, mass communication and mass culture. These and other works convincingly demonstrate the widespread use of information and psychological impact technologies in the social space, including in the Internet environment, the high professionalism of operators, the constant emergence of new forms of influence and the lack of protection skills in the vast majority of society.

The main problems in the field of information security of young people are:

- firstly, the insufficient effectiveness of the existing mechanisms to ensure the protection of the rights and interests of young people, the low level of literacy and information culture of young people;

- secondly, the increase of new risks (content, communication, electronic, consumer, as well as Internet addiction risks) associated with the dissemination of information in social networks that poses a danger to personal development;

- thirdly, the lack of a system in teaching digital literacy to the younger generation and enlightenment about the dangers and network risks;

- fourth, the inconsistency of the modern information security system for young people with the new risks associated with the increasing computerization and "internetization" of the youth community, for example, the risks of the formation of virtual addiction or Internet addiction as a form of pathological attraction.

In the current situation, the question arises about the possibilities and mechanisms of protecting the individual and the whole society from the negative effects of unfair communication. Researchers offer different methods of reducing exposure and avoiding it. The result of such resistance is intended to be an individually experienced state of information and psychological security of the individual. There are several approaches to the definition of this concept, all of them characterize information and

psychological security as a state of mental security of members of society. Many researchers consider information and psychological security in relation to the whole society.

The state in this social niche is considered as the main political entity.

However, in addition to the state policy in the field of information and psychological security of citizens, the personal factor is of great importance, manifested in resistance to destruction and in the active search for forms of personal protection.

An important role in this process is played by personality attitudes formed on the basis of vulgar experience, the propensity to perceive and evaluate any objects in a certain way and the willingness to act towards them in accordance with this assessment. They act as a kind of link between the influence of the external environment and the mental activity of the individual; they perform the functions of a general psychological installation of adaptation, protection, organization of the worldview. The settings define the features of the choice and implementation of various strategies for solving personal and professional development tasks.

A significant role in the formation of such attitudes during childhood is played by the family. However, in adolescence and youth, as a rule, there is a change in value-semantic orientations, a search for ways of self-realization is underway, the need for professional and personal communication is realized, attitudes are actively developing, in particular attitudes towards the Internet. During this age period, the means of influence of parents are limited, contact audiences come to the fore: peers, friends, social groups (including educational ones) in which the personality is included.

Ensuring the information security of the younger generation is possible only if an effective combination of efforts on the part of the state, society (educational organizations) with the determining role of the family. In this regard, it is necessary to establish coordinated interaction of the family with educational organizations and the state, as well as all elements of the modern media market - producers and distributors of content, expert, social, psychological and pedagogical communities

One of the possible ways to solve the problem of information security is to teach young people from childhood to adequately perceive and evaluate information, its critical understanding on the basis of moral and cultural values. For the full development of personality, there is no need to create an ideal information environment, which in principle is difficult to implement within the global network community. More important and productive is the direction in the development of media literacy, information culture, individual information security of the individual, protection of young people from information (network) risks, which is directly related to the system of education.

Against the background of the growing aggressiveness of influences in the network media space, the need for the formation of "correct" attitudes of students is increasing, in order to ensure their readiness to react and act in a certain way in relation to any manipulations. In addition, the source of the threat, the factor of information and psychological risk may be the very personality of the student. In particular, immaturity and inability to filter the information received, personal conformism, psycho-emotional stress, anxiety, Internet addiction, changes in the structure of needs, and more.

Researchers have noted the growth of the youth audience experiencing Internet addiction. As a result of our research, it turned out that the majority of librarian students have a penchant for it, the reason for this is the following psychological prerequisites: you can be free and uninhibited online, act without exerting effort, assert yourself and increase your self-esteem, receive emotional support, approval and design a success situation. It is also necessary to remember that the Internet is an important professional tool for future library professionals, a means of implementing basic library processes. A sober

perception of the opportunities and threats of the network is an important professional competence that is not stated in the current federal educational standards and is not provided for in the curricula of educational programs of cultural universities.

Meanwhile, in the student age period, the formation of information and psychological protection of the individual is entrusted to the education system. There is a need to introduce didactic units into the training of librarians aimed at strengthening the level of information and psychological security. Future librarians should critically perceive and evaluate information taking into account the formed attitudes, basic values, standards of behavior, and subsequently use this knowledge and skills in the interaction and training of clients (users, readers).

The didactic material for such classes is extensive. Information security specialists offer ways to increase the psychological resistance of young people. First of all, this is a critical attitude to incoming information, diagnostics of the reliability of an information source, conceptual analysis of an object, comparison of opinions, the ability to avoid manipulative capture, and so on.

The competence of the educational institution includes the creation of the necessary conditions for ensuring, protecting and strengthening the health of students, on the basis of which it is possible to identify tasks of a socio-pedagogical nature for organizing events on information security of youth:

1) formation in the youth environment of a stable belief in the competent and thoughtful use of information resources in order to avoid Internet addiction and other serious network risks;

2) formation of information culture and media literacy, stable behavioral skills in the field of information security;

3) the development of young people's ability to recognize and resist negative information in the Internet and the media, through training in the ability to protect against harmful information.

Thus, ensuring information security necessarily involves the complex and active participation of three subjects: the state, educational institutions and the family.

It should be borne in mind that at present information security is the most important component of national security; information security is becoming one of the most important elements of national, public and personal security.

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